

The
**MANITOBA
SCHOOL JOURNAL**



Vol. III

January, 1941

No. 5

The School of The Air



ANNOUNCING

A New Series of Broadcasts for
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by

Reverend W. G. Martin
of Grace Church, Winnipeg

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JA

A
Happy
New Year
To
All!

Harry B. Hunter,
Editor

The Manitoba School Journal

VOLUME 3
NUMBER 5

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FREE PARKING SPACE

The Minister's Page



In the next issue of the Manitoba School Journal we propose to publish a resume of the brief presented by the Department of Education as part of Manitoba's Case submitted to the Royal Commission on Dominion-Provincial relations in 1937. The teachers have a vital interest in this Report and in view of the meeting to be held at Ottawa this month of representatives of the various provinces to discuss the Report, the educational aspects of the Report should be thoroughly known and understood by the members of the teaching profession. At the moment we would draw your attention to the final paragraph summarizing the position taken by the Department of Education in our submission:

"The history of financing education in Manitoba indicates a gradual broadening on the basis of school support. Originally the local school district was practically self-supporting. As time passed and increased demands were made for higher educational standards, the basis of support was broadened from the district to the municipality. It would appear to us that this basis of support should be extended from the municipality to the province. It is evident from the statements submitted heretofore that additional funds must be provided for education in rural Manitoba if a reasonable standard of efficiency is to be maintained. It is submitted that the local unit of taxation, the municipality, in many cases cannot increase its obligation in this respect. It is admitted that there should be some equality of opportunity for at least elementary education. It follows that in all fairness there should be at least an approach to equality of burden and here, as elsewhere, ability to pay should be the criterion of taxation. This being the case, it would seem to us that the province must get itself into a position to assume an increased responsibility for education; a responsibility that will involve equalizing the burden of taxation by the government's assuming a greater proportion of the cost and improving the educational standard in the light of present-day conditions, by providing the additional necessary educational services, particularly for vocational and technical training. The officials of the Department of Education estimate that at least \$1,100,000.00 additional, including \$100,000.00 for vocational and technical training, will be required annually to be supplied by the provincial treasurer for these purposes. This amount is based on the necessary interest charges for capital expenditures plus the amount of increase in grants needed to relieve the weaker areas of the burden they are finding it impossible to carry and to enable rural Manitoba to provide at least a minimum educational standard."

* * *

Beginning with the first week of January every teacher in the province will receive weekly a copy of a small pamphlet entitled "Talking Points". The pamphlets will contain pertinent comment on the progress of the war and related events. The handy size of the pamphlets and the interesting form of

Talking Points

presentation, together with their timely and current interest, makes interesting reading for the teacher, and much of the information can be used in senior classes particularly. It is desired that in all cases where the material is appropriate that it be read to the pupils by the teacher. The series will stress the contrast between the way of life in the totalitarian and the democratic countries, and as such will have a particular and timely interest.

* * *

In addition to the above there will be distributed to all teachers of Grade XI and Grade XII students a copy of a small pamphlet entitled, "Do You Deserve Democracy?". This publication is to be studied carefully

Do You Deserve Democracy?

by teachers and students. We feel it is one of the best statements yet made in regard to the subject of Democracy and Government. It is written from the standpoint of young people and is not only stimulating and inspiring but definitely informative. In order to give pupils an opportunity to show their understanding of their reading there will be a question based on this booklet in the Grades XI and XII History examination papers next June.

* * *

Elsewhere in the Journal we publish an account of the total to date of collections for this Fund. The result attained has far exceeded our hopes and speaks well for the loyalty and interest of our teachers and students.

Manitoba Children's Ambulance Fund

Every Canadian will read with pride and appreciation of the efforts made by pupils and teachers whose parents came from countries other than our own but who are proving themselves thorough Canadians in deed as well as word. Those who are familiar with the racial backgrounds of the pupils in many of the districts listed will be amazed to find that many small schools in relatively poor areas have made contributions far beyond what might be reasonably expected. We think that the response to this Fund and the evidence of sacrifices made to contribute to it by teachers and students are the best proof that can be offered of the fact our schools are making a real effort to demonstrate their citizenship in a practical and realistic form. It must be remembered that these contributions are gifts and that the splendid total indicated has been raised, without any assistance, largely in the rural areas of the province. The suburbs of Winnipeg and other of the larger towns in the Province have indicated that steps are being taken to raise funds for the same purpose, and these efforts will doubtless greatly augment the total of the fund.

The Superintendent's Page



This is a New Year. It brings with it a series of new resolutions, and a further understanding of the past in relation to the present and the future. To individuals, a new year has always meant a new endeavor. Today, that endeavor will carry us into a world very different from the world of the past, a changed world which will mean momentous changes in educational concept, content and method. It is appropriate, therefore, that at this time of the year we, who are vitally interested in education, should give thought to this inevitable revaluation of education and reorientation of its aims and methods. We are aware of the many defects of our present educational system and the obvious failure of political and economic institutions to keep faith with the growing material power with which physical science has equipped us, is apparent to us all. As a consequence, there has been born in many of us a sense of frustration, and in this frustration we have hastened to throw away all that was old and to accept everything that was new. But it is not so easy to do this and especially in those spheres where our thinking most decisively influences action. We have in our minds the old and the new, side by side, in unresolved and sometimes even deadly conflict.

* * *

To many of us the word "change" signifies nothing less than revolution, the jettisoning of all that is established and traditional, and conventional. But change is not always progress. It is true that the old must submit to change and transformation, if progress is to be made. But it is imperative that to effect progress the conflict that is unresolved in our minds, between the old and the new, must be resolved. The new and the old cannot stand in absolute antagonism. In education we have had our difficulties in effecting progress. There has been the ardent revolutionary to whom the past is all wrong and who finds satisfaction in the confidence of the power of insight of his day and generation. But the past is not all wrong. You cannot, with immense and protracted expenditure of thought and energy, build over a period of a thousand or more years, a highly complex civilization, without discovering some good architectural principles and adornment. On the other hand, the traditionalist, with his obstructionism is equally out of touch with reality. Just as the revolutionary is a psychological case of frustration, so is the traditionalist one of arrested development. The gravest danger to educational progress has come from the outward-seeming revolutionary who is by nature a traditionalist. This outward-seeming revolutionary is attracted by the emotional excitements of revolution, and superficially is often more revolutionary than the genuine rebel against society. But he has no understanding of or sympathy with the basic principles of educational progress and ardent and

unreflectingly pursues its more immediate aims. For example, we had many teachers professing to follow the new education in which freedom was the keynote of their existence. Many of those teachers were genuinely sincere and they had thought out the implications of their creed, and the experimental work done by them was valuable and has been of profound benefit to education. On the other hand there were others with whom the practice was based not on a keynote but on a catch-word. There was no expression of a faith or an ideal. There was no attempt made to relate the new with the old.

* * *

In thinking about the changes that are needed and required in our own education, we have based

our approach on some simple and obvious truths.

Our Curriculum

First of all, it is recognized that education is a social function, and to be effective must change with changing society. Secondly, over the past years we have obtained a great deal more insight into the nature of the individual and the way he learns and, consequently, our educational practices must be formulated in terms of our better economic background to the school door. As a consequence the school is now obliged to seek new understanding. Thirdly, the number of adolescent pupils now in school is greater than at any previous period. This increased enrolment has brought students of widely varying academic ability and social goals and objectives for its students who are numerous, varied in types and degree of ability, with differing talents and life goals, but all confronted with the problem of working out significant ways of living under new conditions. The supreme mission, therefore, of secondary education at this time is to help young people realize the significant possibilities implicit in their changing status, to help them find themselves anew in their personal, social and economic relationships and to develop a working philosophy of values which will give meaning, zest and purpose to their living. Briefly, the purpose of general education is to meet the needs of individuals in the basic aspects of living in such ways as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society.

* * *

Previously it was apparent to many people that education and society change. Now, it is obvious to

The Challenge to Our Teachers

all that those changes are coming quickly, and will soon be upon us. If the changes in society are to be paralleled by corresponding progress in education, then it is imperative, as it has been pointed out

(Continued on Page 22)

Editorials of the Month

War With Honour

“**W**AR With Honour” is the title of a war pamphlet written by A. A. Milne and published by Macmillans. Milne writes as a pacifist and as the author of “Peace With Honour”, which he published six years ago. Looking back on the conclusions he drew then he writes: “If anybody reads ‘Peace With Honour’ now, he must read it with that one word **HITLER** scrawled across every page.” One man’s fanaticism has cancelled rational argument. “And since”, he continues, “I want to be listened to now, I must make this attempt to keep the ear of the Pacifists who listened to me once, in order that I may explain to them, not why one ardent Pacifist has suddenly become, as they would say, a ‘violent militarist,’ but why it is the very ardor of his pacifism, unchanged since 1934, which inspires his passion now for military victory.”

These are some of the conclusions which Mr. Milne reaches in “War With Honour”:

“Victory for Britain is a victory for democracy over autocracy. There is no hope for the Cause (of pacifism) except through democracy.

“There are two reasons for thinking this. The first is that we have reached a stage in human progress when the vast majority of the peoples of the world are Pacifists. This is due partly to the bitter lessons we have learnt as to the complete futility of war; partly to our knowledge of the increasing barbarity of war; and mostly to our realization that the horrors of war must now be endured, not only by professional warriors, but by every one of us.

“But though the peoples of the world are Pacifists, individuals in the world are not. The march of civilization is like the march of a medieval army. There are skirmishes in front, there is a main body, there are stragglers. In estimating the advance of civilization no account is taken of the stragglers. If we say that we are cleaner than our forefathers, we are not thinking of tramps and verminous children. If we say that we are less credulous, we are not thinking of the fools who run and the fools who read the Sunday astrologer’s column. And so, if we say, and say rightly, that we are now more humane, more alive to and shocked by the evils of the Rule of Force, we are leaving out of our reckoning the individual gangster and the individual murderer. In a democratic country the people, the main body of troops, mark the stage of civilization which that country has reached; a stage of civilization which is now beyond war. But in a totalitarian state the gangster may easily be the autocrat. This is one reason why the people (democracy) offer a safeguard for peace which cannot be offered by the individual (autocracy).

* * *

“The other reason is this: a totalitarian state by definition exists for the benefit of the state, not for the benefit of its members. But if the state claims to have a life of its own to which the life of every individual is subordinate, then its life can only be a life in competition with other states; its only victories victories over its competitors. One can see that this must be so if one imagines a group of islanders in the Pacific, cut off from the rest of mankind, forming themselves into a totalitarian state: in which each

individual is told, ‘Nothing which happens to you matters; the only thing which matters is the welfare of the island.’ We see that this is nonsense; we see that the only ‘welfare of the island’ conceivable is the welfare of each individual islander. We see that a totalitarian island can only justify its existence by competing with, and obtaining victories over, neighboring islands. Inevitably a successful war is the complete victory, the ultimate form of the island-state’s self-expression.”

“It is clear, therefore, that whether Hitlerism, Mussolinism, Stalinism and any similar form of government are to be regarded as the expression of a genuine political doctrine or merely as an excuse for autocracy, they are, they must be, a barrier to the peace of the world. If this war ensures the triumph of democracy, and only if so, then it may end war.

“Yes, I know that we said the last war would end war—and it didn’t. And the Wright Brothers said of each successive immature airplane that it would fly—and it didn’t. And each successive expedition said that it would get to the Pole—and it didn’t. But men did not give up hope, and in the end they won. Are we Pacifists really such cowards that we, alone among men, surrender the Cause at the first failure? I cannot believe it.

* * *

“I believe that Nazi rule is the foulest abomination with which mankind has ever been faced.

“I believe that, if it is unresisted, it will spread over, and corrupt the whole world.

“I believe that no decent man, no humane man, no honest man, no man of courage, intelligence or imagination: no man who ever had a kindly thought for his neighbor or compassion for the innocent: no lover of truth, no lover of beauty, no lover of God could have a place in that world.

“I believe, therefore, that it is as much the duty of mankind to reject such a world as it is the duty of any community to reject gangster rule.

“I see no way of doing this save by the use of force.

“I am not frightened by words. If this use of force be called International War, then for the first time in my life I approve of International War; if it be called Civil War, then, not for the first time, I approve of Civil War. If it be compared with the action of policemen, then, as often before, I am in favor of action by policemen. If it be called Resistance to Evil, then, as (I hope) always, I am for resistance to evil.

“Only when we have resisted it and overcome it can civilization resume its march.

“Perhaps I can best come to an end by quoting from some lines which I addressed to America at the beginning of May:

“Yes, ‘War is Hell.’

And Peace is Hell, if it’s Peace with the Devil in power.
Yet, if this is not your quarrel, and not your hour,
If you have chosen Peace, you have chosen well.
But—scatter your armies, burn your ships,
Tear the breech-block out of the gun;
Never again can you fight who fight not now,
No rallying-call can ever rise to your lips,
There lives no faith to which you can make your vow,
There is no Cause to fight for; only the one,
Only one gauge of battle, only one battle-song:
Right against Wrong.”

—Winnipeg Free Press, December 27, 1940.

Books You Should Read

MARUSIA

(From the Ukrainian of Hrihorv Kvitka)
Translated by FLORENCE RANDAL LINDSAY

The late Lord Tweedsmuir writes a word of introduction to this Ukrainian classic, which for more than a century has been one of the most popular books by Ukrainian authors. One of the first stories of peasant life in European literature, it is a reflection of the soul of the people and a faithful picture of folk customs which have long been only a memory. The novel is a tragic romantic story of the love of a rich Ukrainian girl, Marusia, for Vasyl, a young man from the neighbouring town. This peasant girl's poignant love story reminds one of Hemon's Maria Chapdelaine. For Ukrainians this story has all the very special qualities of humanity, truth, and reality, because it captures all the spirit and fire of the race.

* * *

THE LOON FEATHER

By IOLA FULLER

Told ostensibly by an Indian girl, Oneta, daughter of the famous Tecumseh, this is an ample, gracious, yet quick-moving story which combines an unusual theme and setting with a rare lyric charm. Oneta, whose father tried so desperately to unite the Indian tribes and who herself grew up among the whites dramatically mirrors the conflict between two civilizations, one rising, one on the wane. After the death of Tecumseh in battle, Oneta comes to Mackinac, at that time a great fur centre at the point where three lakes meet, Michigan, Huron, and Superior. Oneta's mother marries a young French aristocrat, and after her mother's death she goes for long years to a convent in Quebec and returns, a polished product, to a greatly changed Mackinac. Before her at once looms a variety of problems resulting from her mixed cultural heritage, her allegiance to two worlds. First she must solve the conflict between her half-brother Paul and his father—who unconsciously resents the latter's Indian blood. Second, she must decide where her own heart lies, whether she can combine her new knowledge with her priceless inheritance as the great Tecumseh's daughter. That she falls in love with a sensitive young doctor attached to the fort adds to her psychological predicament. Her problem is played out poignantly and dramatically against the background of a dwindling fur trade and renewed inevitable struggles between the Indians and whites. One of the most delightful features of the novel is the Mackinac Island setting. One shares the quickening of life on the island as the voyageurs, gay and flamboyant, return each year in the spring. One sees the brisk trading at the company's warehouses. One attends lively, informal dances where fiddles sing and plead. A whole lost way of life is recreated in these pages. Mackinac is portrayed as a melting pot where half-breeds and Indians, Americans and French moil about in vivid disorder. An era was passing, a new one scarce begun, and the resulting atmosphere is infinitely picturesque. The character of Oneta herself is delicately unfolded. Oneta, with her passionate poetic feeling for water and wind and wood sets the style and tone for the story. In her every attitude she is half-Indian, half-white. This is an admirable first novel and one that men and women will read with unusual interest.

* * *

THE ART OF LIVING

by ANDRE MAUROIS—HARPER BROS., N.Y.

The Art of Living is perhaps the greatest of all the arts and surely the most difficult. The logical, realistic mind of the author is right in treating as separate problems "the Arts" that go to the making of "the Art of Living". The book is divided into nine chapters to include the arts of friendship, marriage, family life, thinking, working, leadership, growing old, and of happiness. Utopia and abstractions generally are ruled out by the author and for the most part he relies on the reasonable spirit in men to make the most of this best possible of all worlds. Highbrow, midbrow, and lowbrow will all find something of interest in this book.

Poetry You Should Know

THE NEW YEAR

A flower unblown; a book unread;
A tree with fruit unharvested;
A path untrod; a house whose rooms
Lack yet the heart's divine perfumes;
A landscape whose wide border lies
In silent shade 'neath silent skies;
A wondrous fountain yet unsealed;
A casket with its gifts concealed—
This is the Year that for you waits
Beyond tomorrow's mystic gates. —Horatio Powers

—§—§—§—

PRAYER FOR THE NEW YEAR

One draught more from the cup of living,
The wine grown old, is sweeter than before;
Grant me, O God of life and life's libations,
Yet one day more.
Grant me to feel once more the joy of striving;
What though with feeble will the struggle I forbore;
Grant me, O God of life and joyous labor,
Yet one day more.
Grant me one other day for love and laughter,
And one dear face beyond the beckoning door;
Grant me, O God of life and love's rich blessing,
Yet one day more.
Grant me of friends both loving and forgiving,
In age as youth an ever bounteous store;
Grant me, O God of life and loving kindness,
Yet one day more.
Grant me an hour for the undying beauty;
Fill full life's goblet till the cup runs o'er;
Grant me, O God of loveliness eternal,
Yet one day more. —O. J. Stevenson.

—§—§—§—

PRAYER FOR ENGLAND

Tonight and every night
God save England!
Tonight and every night
while fires are still alight
where roaring skies rain death—
so long as man have breath
for all free men to fight—
God save England! God save the Right!
Today and every day
God save England!
the English poet's May,
the seaman's world-highway,
the heroic muster-roll
who are the heart and soul
and strength for which men pray—
God save England! and the English way!
Her fleets of great emprise
shall save England!
The sea her signal flies
and high in warring skies
valiant beyond all praise
she wears the battle-bays
where plane with war-plane vies
to save England from midnight's lord of lies!
Her future still to be
shall save England—
than lordship of the sea,
than sovereign empery
for more—that she may stand
liberty's risen land
with all her people's free—
God save England surely to be!
This night and every night
God save England!
This day and every day—
till War be torn away,
a foul unnatural earth—
and dawn in brave array
shine on great England for whom tonight we pray!
—Wm. Rose Benet

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The stories of the great dictators from Richelieu to Hitler, written specially for children between the ages of 12 and 16. Completely up-to-date and authoritatively written, this book cannot fail to stimulate the students in modern history \$3.00

International Relations since the Peace Treaties. F. H. Carr—

(Revised 1940). This well-known text has just been thoroughly revised and takes account of events up to March 31st, 1940. There is an excellent treatment of the Peace Settlement, and a very comprehensive analysis of the good features and shortcomings of the League of Nations \$1.20

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Shows how our democracy has been evolved through the centuries and points out that the liberties we enjoy are an essential part of that democracy and way of life 85c

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J. Leese, M.A., M.Ed., Ph.D., G. Irving, B.A.—

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The
Manitoba Text Book Bureau
Winnipeg

Experiment with a Speech Training Program for Elementary Schools

by Libby E. Marek

DONALD SCHOOL, NAROL

"**M**USIC hath charms". Words, like notes, carry the melody, but it is in the power of those who interpret them to carry the rhythm. Through this great power of speech worlds have been, not only created, but ruined. Speech is a delicate instrument which must be carefully nurtured in the heart of the pupil so that only the finer chords will be played, leaving the jarring notes untouched.

During the last session at the Manitoba Summer School I became aware of the need for good speech standards on the part of the teacher, before she attempted to direct the speaking machine of her pupils. Hitherto I, myself, knew of no organized plan to deal with the difficult problem of obtaining good standards of speech in my pupils. Now, after this new adventure into speech at the Manitoba Summer School, I felt eager to try new ideas and new methods.

Before I could embark on a speech program, I had to give some consideration to the school situation in which I found myself. Most of my pupils are of Ukrainian parentage and speak only Ukrainian at home. When my pupils start school they know very little English and in most cases no English at all. Here my first difficulty confronted me. At the close of the school day the pupil would revert to his home tongue. What course should I follow to overcome this difficulty?

My solution to the problem was to make use of a speech training programme made available to teachers by the Department of Education. I undertook the experiment under the guidance and direction of Miss M. M. Brooker, of the Department of Education. Through her supervision and warm interest, a gradual change in the speech education began to be felt throughout the school.

In pursuing this speech training programme in my school, speech is never regarded as a subject in itself. I have found it to be an aid to promote a feeling of co-operation among the pupils, to promote better Reading, Composition and Music. Every morning for fifteen minutes we go through a programme of varied exercises. There are, for example, limbering-up exercises to loosen the muscles. These include rhymes and jingles accompanied by bodily movements to make my young pupils feel at ease. We have exercises, too, to help them to breathe properly. I take my boys and girls, in imagination, to a beautiful garden, and there we breathe in the perfume of different flowers. Sometimes we blow out candles on a birthday cake or we blow the windmill around and around. Another step leads the pupils to make music with the breath in the speaking machine. They are made aware, in this way, of the Voice. What can we do with our Voice? We can learn to use it loudly or softly. I give my pupils variation of tone and pitch exercises.

(Continued on Page 15)

Technical Education in the New Approach

by R. J. Johns

DIRECTOR OF TECHNICAL EDUCATION

Michael Angelo was one day explaining to a visitor at his studio what he had been doing at a statue since his previous visit. "I have retouched this part, polished that, softened this feature, brought out that muscle, given some expression to this lip, and more energy to that limb." "But these are trifles", remarked the visitor. "It may be so", replied the sculptor, "but recollect that trifles make perfection and perfection is no trifle." While Technical Education as represented in Manitoba school studies in Arts and Crafts, Homemaking and General Shop may seem to traditionalists in educational thought as fragmentary and without a philosophy, it is encouraging to those responsible for and those co-operating with curriculum revision to know that there are teachers in the Province who have an understanding of its philosophy, have the ability to make practical use of its objectives and have the requisite training to apply its teaching technique. To many observers these teachers may appear to be few in number, but to those intimately acquainted with this revived expanding movement an accelerated progression and perfection of it are inevitable.

There are several tenets that strengthen these predictions, not the least important of which are the distinctive characteristics of the education offered in a technical department. The writer hastens to remove a misconception still common in the thinking of too many people. Unfortunately these citizens think of technical education as a training in manual skills, the sole purpose of which is preparation to enter an industrial occupation. Technical education on the vocational level does offer training for occupational adjustment. In fact this is the major objective of vocational training. It must not be forgotten that the major aim, for the most part, of academic education on the university level is also vocational.

Technical training has the inherent educative qualities of providing experiences that make constructive and creative use of the hands as well as the eyes, ears and brain. In a well organized technical department use is also made of the voice. The integrated exercise of all these learning faculties in a creative performance provides rich nourishment for both the mind and character. To provide opportunity for a

The school that is to train for life cannot be narrower in resources than the civilization it serves.—Henry Suzalls.

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Art is not a matter of picture exhibitions, or of a few statues dumped down in our towns, but art is all worthy work—gardening, bootmaking, building, and sometimes, perhaps, Picture-painting too.—W. R. Lethaby.

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The production of a "good job" may, for many a boy, mean the awakening, or strengthening of healthy self-respect.—E. M. Rich, London, England.

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The contributions of great craftsmen are comparable in importance with those of great men of letters, art and science.—E. M. Rich.

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For many senior school boys, handicraft, taught on ideas liberally conceived, may well provide a more accessible approach to culture than literature or the fine arts.—E. M. Rich.

— † - † - † -

In girl's schools domestic subjects may become the most broadly educative form of handicraft. The claim made by these subjects on girls is two-fold. They share the merits of other crafts in satisfying the constructive instinct, at the same time making a strong appeal to the gradually enlarging interest in home-building.—E. M. Rich.

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A course of instruction in domestic subjects should lead girls to realize that a trained intelligence applied to the needs of everyday life will increase the comfort and well-being of the family and the community.—E. M. Rich.

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As a part of the general education programme it is the special function of the industrial arts to provide experiences which will develop certain traits, habits and points of view which have been neglected in the other phases of general education.—Standards of Attainment in Industrial Arts Teaching.

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When Franklin made his discovery of the identity of lightning and electricity, it was sneered at, and people asked, "Of what use it is?" To which his reply was, "What is the use of a child". It may become a man!"

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Professor Faraday, Sir Humphrey Davy's scientific successor, made his first experiments in electricity by means of an old bottle, while he was still a working book-binder.

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Oh, how the children love to do things with their hands and how we, teachers, need to learn to let them.—Miss Ellen Smith.

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Another fallacy: consists in thinking that handicraft as a school pursuit is suitable for the stupid only. It is true that the dull do handicraft better than they do anything else; but it is also true that the bright do handicraft better than the dull.—Dr. P. B. Ballard.

balanced educational development, Bacon, as indicated by the following quotation, recognized the need for the combination experience of knowing a thing thoroughly and doing it well:

"Neither the naked hand, nor the understanding left to itself, can do much; the work is accomplished by instruments and helps of which the need is not less for the understanding than the hand."

The contribution that technical education has to offer in the general education of our students is unique because it makes use of learning faculties that have been neglected in a purely academic course of study. If technical training in the new approach does not profoundly affect the attitudes and abilities of our students it has not been taught in a true learning environment.

Those who would make handicraft subservient to the academic studies ignore some of the deepest needs of the mind of man and some of its highest achievements.

In our revised course of study parity of status is given to the educational experiences that can be offered by technical education. Before our students, however, can profit fully by this timely step in our educational offerings, parents, teachers and others must see in this approach opportunity for cultural and career education.

All education should have as its major aim the development of the human being as a whole, an apprenticeship for life in work and leisure. To have our students loving their school work augurs well for their occupational and social adjustments during the past school period. Many teachers venture the opinion that to know what a student enjoys doing is to know what he is about to become. Even if this contention is not wholly accepted, as educators we cannot afford to ignore this principle of interest in any learning situation. Teachers in the field of technical education know from experience that when a student is interested, he will work, no matter how difficult the task. To understand the nature of this potent influence in the thinking, feeling and doing of a student studying in Arts and Crafts, Homemaking and General Shop is to comprehend the potential and practical significance of technical education in the new approach.

Religious Exercise in the Schools

by Robert Fletcher, B.A., LL.D.,
SECRETARY, ADVISORY BOARD

AT its last regular meeting the Advisory Board gave some consideration to the matter of religious exercises in the schools. It is felt that many school trustees must be unaware of the privilege accorded to teachers and pupils through the trustees under the provisions of "The Public Schools Act". These provisions are contained in Sections 14, 15, 16 of the present Act and are as follows:

14. Public schools shall be entirely non-sectarian, and no religious exercises shall be allowed therein except as provided in sections 15 and 16.
15. Religious exercises in public schools shall be conducted according to the regulations of the Advisory Board. The time for such exercises shall be just before the closing hour in the afternoon, except that in cities, towns and villages the school board by by-law may provide that such exercises shall be held just after the opening of school in the morning. If the parent or guardian of any pupil notifies the teacher that he does not wish such pupil to attend such exercises, then the pupil shall be dismissed before the exercises take place or shall remain in another room.
16. Religious exercises shall be held in a public school entirely at the option of the school trustees for the district, and upon receiving written authority from the trustees, it shall be the duty of the teachers to hold such religious exercises.

The attention of trustees and teachers is directed especially to section 16 which gives to the school trustees the sole right to say whether or not these exercises shall be held.

This legislation has been on the statute book for over fifty years and the Advisory Board at its meeting on May 21st, 1890, adopted regulations as called for in section 15 quoted above. So for over fifty years our schools have been entitled to this great privilege, but in a very large number of them no advantage has been taken of it, and the direct res-

ponsibility for this rests upon the school trustees. The teachers cannot move without their sanction.

Not infrequently we hear the term "Godless" applied to our schools by unthinking persons who are unfamiliar with the sterling character of our teachers as a body and ignorant of the great influence for good which they exert by incidental teaching and by example. What these critics have in mind evidently is the apparent lack of emphasis on things spiritual which our failure to hold some form of exercise daily would appear to suggest.

The present condition of the world should convince us that materialistic achievements and even learning alone are not necessarily conducive to peace, freedom and happiness. More than ever the pupils of our schools—the citizens of tomorrow—should know of their duties and obligations towards their God, their country and their fellowmen. There are certain principles which form the heritage of our Western civilization. These principles are derived in large part from Christianity and they are so deeply woven into the texture of our civilization that most of us have grown up as unconscious of their existence as we are unconscious of the air we breathe. These principles taken so long for granted by our-

selves are both denied and condemned by the philosophy of Nazi Germany. In fighting this war we are fighting for a Christian civilization against a paganism which denounces Christian values.

There is no doubt that the teacher's effort would be greatly strengthened and her teachings re-inforced if these religious exercises were held daily in accordance with the regulations. Those trustees whose schools are not making use of "the Regulations of the Advisory Board regarding Religious Exercises in Public Schools" are urged to give this matter their earnest and sympathetic consideration.

"I said to a man who stood at the gate of the year . . . 'Give me a light that I may tread safely into the unknown,' and he replied 'Go out into the darkness and put your hand into the hand of God . . . That shall be to you better than light and safer than the known way.'"

Quoted by His Majesty King George VI, during his broadcast to the British Empire, Christmas Day, Nineteen Hundred and Thirty-Nine.



THE GRAND STAIRCASE OF THE LEGISLATIVE BUILDING, WINNIPEG.

Our Guests from Britain

DECEMBER air in Manitoba is cold and biting; it makes one bundle up, shiver, and think of the Arctic . . . Friday, December 13th, was a typical December day; the door of Mother Nature's refrigerator was open, and the north wind blew down upon us in a way to make us scurry to secure the shelter and warmth of the indoors. But all was warmth indoors, at the Legislative Building in Winnipeg. Not only was there comfort to relieve the physical chill, but there was a warmth to relieve the chill of home-sickness, to relieve the chill of absence from loved ones in the hearts of two hundred and forty British girls and boys who are with us for the duration of the war. These girls and boys were guests of the Department of Education at a Christmas party.

At two o'clock the guests were received in the offices of the Minister of Education, Honourable Ivan Schultz, and the Superintendent of Education, Mr. H. R. Low. After introductions the party assembled on the Grand Staircase to be photographed. During this period, "Brad" the Clown, cavorted, cajoled and capered in true circus style. The Censor Board Theatre was the scene of the main party. The two hours of activity and entertainment there will long be remembered by all who attended. Complete enjoyment of the many reels of beautifully coloured comics, and the coloured musicale "Cinderella", was given expression in Oh's! Ah's! Tee-hee's! and giggles, to loud outbursts of hilarious laughter. Interspersed with the films were many very enjoyable items. Master Douglas Rain gave two delightful readings, and Mr. Jack Cameron recited "Little Albert and Lion". Then the inner persons were attended to by means of generous applications of ice cream and candy, not to mention of course, the chewing gum distributed by "Brad".

From 3.45 to 4.00 o'clock the party went on the "air". Mr. D. R. P. Coats, Director of Public Relations, CKY, considered the celebration to be of sufficient interest and significance to include it in his "Manitoba Impressions" series. During the broadcast, the Honourable Ivan Schultz, greeted the girls and boys, extending to

them as a group, the official welcome of Manitoba, and expressing to them sincere good wishes for a Merry Christmas season and happiness during their stay with us. He stated that he realized many would undoubtedly have feelings of loneliness this Christmas at being away from their homes across the sea, but he wanted them to feel our hearts and homes were theirs during their stay in Canada. Superintendent H. R. Low introduced Elizabeth Lockhart, of Cheshire, England, a student at Riverbend School, Winnipeg, who expressed the thanks of all the visitors for the party and for the manner in which Manitoba had received them. All the girls and boys joined in singing, "There'll Always be an England" and "Jingle Bells."

Last but not least on the programme was the distribution of Xmas gifts from the Department of Education, by the Honourable Ivan Schultz, assisted by the Honourable J. S. McLenaghan, Minister of Health and Public Welfare, whose department is responsible for the welfare of our visitors.

It was a happy, bright-eyed group of girls and boys who left at 5 o'clock for their homes in cars supplied by the Women's Volunteer Registration Bureau.

Those of us who witnessed and participated in this party look back upon it with mixed feelings—feelings of sadness for these youngsters whose lives have been disturbed by the violence and cruelty of war, but also feelings of gladness in that we were able to contribute some measure of happiness to them.

The Department of Education desires to thank all those who contributed so materially to making this party a success:

CITY DAIRY LTD.
MR. A. E. BRADSHAW
MR. J. CAMERON
MASTER DOUGLAS RAIN
MR. W. MOFFATT
WOMEN'S VOLUNTEER REGISTRATION Bureau
MR. D. LEVITT
MR. H. TAYLOR
RKO FILMS
REGAL FILMS
PARAMOUNT FILMS
VITAGRAPH FILMS

Manitoba School Childrens' Ambulance Fund

by C. K. Rogers

CHIEF ADMINISTRATIVE OFFICER

WHEN there is something to be done promptly and cheerfully, get boys and girls at it. This is the lesson that the Manitoba School Childrens' Ambulance Fund has taught us here in the Department for there is enough in the bank now to buy not one, but two ambulances, and there is more to come so that it is almost certain that there will be enough for three. It may be that there is greater need for a hospital on wheels or a mobile Kitchen Unit. A Hospital on Wheels would cost a good deal more than an ambulance, for such a unit would be equipped like a small hospital to take care of injured persons. It could be quickly moved to a bombed town for instance, to give first aid to any who had been hurt.

A Mobile Kitchen unit would be equipped to feed people whose homes had been destroyed and who were hungry.

Enquiries are being made to find just what the people of England need most. As soon as this is determined, the money will be spent to supply that need—and we know the need is great.

The boys and girls of Manitoba Schools will be happy to know that their efforts will bring relief to suffering in England just as quickly as the money can be sent.

It has been a great privilege to read the messages from the schools which have sent in contributions. The first thing that impresses one is the eagerness with which schools seized on this opportunity to help. There were no signs that anyone of them begrudged the effort and sacrifice required to make the contribution. The offerings coming in from every corner of the Province showed that Manitoba Schools were ready and waiting a chance to serve their country in its time of need. Just as the boys and girls of Britain who are right in the war zone have been glad to give up many of the things they want, so Manitoba boys and girls have proved their readiness to do the same. The greatest satisfaction comes from the evidence in the reports that there is a splendid spirit of Canadian Unity in Manitoba. Offerings poured in from the work of pupils whose forefathers came from France, Belgium, Holland, Poland, Ukraine, Germany, Russia, the Scandinavian countries, in fact every part of the world. It gives one confidence in the justice of our cause and its ultimate triumph.

Here are some of the extracts illustrating the spirit with which the schools got behind the fund:

"We hope the primary objective of this fund is doubled or tripled."

"The children of this school responded very enthusiastically to the idea of putting on a concert whereby they might contribute to the fund."

"The children were very happy to have this opportunity to do their small share."

"The children showed great zeal and enthusiasm, good will and co-operation were splendid."

"It is a very excellent idea and a very worthy cause for our children to give their time, talents and inspiration in aid and support."

"The Ambulance Fund has in our opinion, provided a truly practical means for expression of pupils' patriotic efforts and further has given them a splendid opportunity to 'do their bit' for a noble cause."

Following are messages from Mennonite Districts:

"The children enjoyed giving the program and raising

the money for such a worthy cause. They feel proud and satisfied that through their own efforts they are able to help in the relief of suffering. We wish the Manitoba Childrens' Ambulance Fund every success."

"The proceeds of this concert they donate to the Ambulance Fund with the pride that comes from knowing they have done their little bit to help Canada's war effort."

"The full amount of the collection at the concert was \$10.20. It was decided to contribute half of this to the Ambulance Fund and forward \$5.10 to the Mayor of the City of Bristol for the relief of School children suffering from the effects of air raids in that city in England."

The next three are from Polish and Ukrainian districts:

"Hoping our contribution will be a link in an unbreakable chain of loyalty, love and devotion to the British Empire."

"The children were very enthusiastic in the preparation of the concert for this noble cause which we sincerely hope will be of assistance in our war effort."

"The children took a great interest in the preparation of the program for the concert because they felt so proud that they are given a chance to work and to contribute something which would help to win the war."

Now follows one from an Anglo-Saxon District:

"All the pupils were greatly enthused over this idea and felt they were doing something well worth while. We have just fourteen pupils in attendance and our contribution may be small in comparison to others, but we do hope that it will help in your worth-while efforts. If at all possible we will send more at a later date."

The next fine message came with a very large contribution from a school where the pupils are of French origin:

"All showed a great enthusiasm in this enterprise. They proved to be true Canadians, loyal to their Motherland, anxious to do their share to bring about the final victory."

This came with a contribution which meant a great deal to the district which gave it:

"This is a German district but everyone was in favor of this fund and all gave what they could."

With a contribution of over \$14.00 came this word:

"We are only ten pupils but worked hard on our money to go towards the purchase of an ambulance."

The following note came with a contribution of over \$11.00:

"Small school and pupils quite young. They number twelve in all, the oldest being eleven years old, ten boys and two girls, we give it with the most earnest wishes for Britain's success in her war effort."

These expressions of co-operation and loyalty will hearten all those who read. They ring with sincerity. Unfortunately space does not permit more quotations from letters received, but these few will serve to show the intense patriotism that burns in the hearts of our young people.

The fund gave opportunity for service to our country in a practical way by bringing the practice of citizenship right to the individual. That teachers welcomed the opportunity is in evidence everywhere in the comments that came with the donations. Both teachers and pupils felt that the occasion called for something more than an effort to get donations. It called for personal and individual sacrifices which

(Continued on Page 19)



GREAT CITIZEN

Dr. Hunter

by H. D.

After graduating in medicine he practised for four years in Kinloss, Ont. He then entered Knox College, Toronto, and took their course in Theology, graduating in divinity in 1901.

His first work in the West was in British Columbia. Here he worked among the lumber and mining camps, as a missionary until he was called to Teulon to do mission work among the Ukrainian settlers then coming into the district immediately north of Teulon. The appointment to this position was made by the Missionary Society of the Presbyterian Church of Canada. From his appointment in 1902 until his death in July, 1940, he spent in faithful service in this district.

During the first few months on this field he lived in a shack on the border of the new settlement and travelled on horseback. Having been brought up in the city, in a refined home, where he was not called upon to do any household work, you can imagine how difficult this life was to him, in the cold weather of our Manitoba winter. Seeing that it was impossible to carry on under these conditions, he found a place to board, in a log house with a kind pioneer family.

His mother, fearing, I suppose, that he would not take proper care of himself, left her comfortable home in Toronto and came out to this house and lived with him there until a small hospital was built at Teulon into which he and his mother moved in 1903. By the end of 1903 they had built a house near the hospital and from then on living conditions were much better.

His mother was a lady of the finest qualities. Their home became an oasis for pioneer teachers and others, whom they delighted to entertain. Their kindness and sympathy and encouraging words meant a great deal to these isolated people so far away from their homes.

The writer came to Teulon in 1904 and all the years up to the time of his death knew Dr. Hunter as a brother. To know him was to love him, for he was the kindest and most selfless of friends, who spared neither expense nor trouble to help you when in need. He was generous beyond his means, often depriving himself of things he needed in order to help others.

Dr. Hunter was a tireless reader, in medicine, philosophy, theology, science, economics and sociology, and his acute mind absorbed and retained much of what he read. His ability to restate clearly the substance of what he read was very marked.

In order to understand better the thinking and emotions of the Ukrainian people and their literature, he learned to speak and read their language. He translated into English quite a bit of their folklore and poetry. The translation of the Works of Taras Shevchenko, the Ukrainian National poet was published in book form under the title of "The Kobzar of the Ukraine". "A Friendly Adventure" was a history of the Mission in Teulon, and "When All Were Capitalists"—a dream of reconstruction, in which he expressed his own ideas and those of

A MAN of somewhat frail physique—brought up by his mother as an only child, he passed his boyhood and youth as a student at home and in school. He did not participate in school athletics nor sports. He was a reader from early boyhood and could read readily before he started to school. He often told me about the pleasure he took in reading a large illustrated book on Natural History. Reading about and looking at the pictures of birds, animals and plants in this book was a special delight of his early years. This probably influenced his mind more than he himself realized, in creating such an intense love for the study of Natural Science in after years. Although somewhat frail in appearance, he was tough to endure hardships, and one often wondered at the extent of his endurance in his arduous duties. He never thought of himself when a call to help some sufferer came.

He was born in Leith, Ont., in 1868, the son of Rev. Alexander Hunter, who died when Dr. Hunter was still a child.

Dr. Hunter had a mind of exceptional quality, and during his school and university years always held a high place in his classes, and on debating teams. After receiving his B.A. degree he entered the Medical class at Toronto University and graduated from there in Medicine in 1895.

NS OF MANITOBA

ter of Teulon

D. Cumming

others, gleaned from his wide reading, on economic and social reforms.

In 1923 he was appointed editor of the "Canadian Ranok", a paper in the Ukrainian language, in which he endeavored to give to the New Canadians, a better understanding of our ways of thinking, our government and customs and an idea of what Canadian Citizenship meant. He remained editor of this paper until his death.

The Church honored him when in 1920 Knox College conferred on him the degree of Doctor of Divinity. In 1935 his country honored him when he was made a member of the Order of the British Empire.

When he and his mother got established in their home and the hospital under way, both houses began taking in promising boys and girls and having them attend the village school. Out of this developed the idea of Homes for needy boys and girls who lacked the necessary school facilities in their own communities. The Boys' Home, accommodating some 25 to 30 boys was opened in 1910 and four years later a Girls' Home for about the same number of girls. These boys and girls lived at the homes and attended the village school where they were able to take work up to Grade XI. During their stay at the Homes, they received a fine training in Canadian citizenship and customs and learned to speak and read the English language well. Many of the boys and girls, after teaching a few years, continued their education at the Universities or went into training for nurses. Some went back into their communities and became disseminating points for Canadian ideals and ways of living. These boys and girls are scattered over Western Canada, Ontario and the United States and have become an important factor in bringing about a better understanding between the Ukrainian people and other peoples on Canada. Many of the boys went in for Medicine, but we have graduates in Law, Agriculture, Forestry and in the teaching profession. Dr. Geo. Dragon, of Saskatoon, became a member of the Saskatchewan legislature.

It is interesting to note how these former pupils when visiting their homes invariably made it a point to visit Dr. Hunter and express their appreciation of what he had done for them in providing an opportunity for a good start in life.

With all his other duties and activities Dr. Hunter did not forget his home village of Teulon and was an active member of groups working for the betterment of the village.

He was the moving spirit in establishing in Teulon one of the most modern schools in Manitoba, which besides teaching academic work up to Grade XII had up-to-date departments in Household Science, Agriculture and Manual training, and a branch which gave training to the students along Normal School lines. On the completion of this work the Department of Education gave to these students a certificate allowing them to teach for three years, before going to regular Normal School for further

training. These three years of teaching were a great boon to pupils who otherwise would have been unable to finance their further education.

In 1916 under his direction and supervision, a movement for the consolidation of the small Sunday School groups in the four churches of the village became a reality. This Sunday School, with an attendance of some 250 pupils met for opening exercises in the Teulon Community Hall, adjacent to the schools. After the opening exercises and singing each grade went to its own room in the schools for lessons while the older classes remained in the hall. Most of the children attending the day school attended. This Consolidated Sunday School ran for some 15 years.

In order to put some of his social ideas into practice a Social Service League was organized in 1909, with leading people in the village, from all vocations, as members. Their first work was the building of a community hall which was greatly needed. The expense of building this was partly financed by private subscriptions. The balance was raised by some of the members on personal notes. This loan was soon paid off as the day school was growing and needed two more class rooms. The Hall was divided by moving doors into two good rooms and school classes were carried on in these for some years, until the district felt financially strong enough to build more accommodation. Today this is one of the finest halls north of Winnipeg and free from debt. It is used for many community activities. It is provided with a fire-proof room for a picture machine and a room for a kitchen. The Youth Training Group of girls use this kitchen for their cooking. The Youth Training Group of boys in Agriculture and Citizenship, a group of young people under the same movement, also hold classes in it in physical education and citizenship.

Out of the Social Service Society grew the Teulon Natural History Club, known here more commonly by the name of the "Bug Club". Dr. Hunter was intensely interested in all phases of Natural Science. This Club was attended well by old and young people. It provided a fine practical training in science for the pupils attending the school, linking up their book work with the actual material they were studying. The young people here received practice in speaking, compiling, and reading papers on subjects in Natural Science. Teachers going out from our school became widely known for their good work in their school in Nature Study. The Doctor delighted in loading up his car with young people and going off for a day's trip into the country, collecting and studying things in nature. The young people were delighted too. Old and young folk liked to bring to him for identification, specimens of birds, flowers and insects.

"His life should be an example of what is needed from young men and women graduates of our Colleges, putting themselves into the very fibre of this great country in selfless service."

Dr. Hunter, with his keen mind and fine scholarship could have occupied a high position in a University or as a leader in our legislature, but he chose to follow the leadership of that great teacher whom he served so faithfully and preferred to lead a hard life of service in an obscure village, for the good of his fellow men. It could be truly said of him as of his Master — "I am come that they might have life and that they might have it more abundantly."

Keeping the Teachers and Students Informed

Suggested Sources of Reading for Canadian Teachers and Students

Many teachers have written to the Department seeking information concerning sources of reading in Citizenship, World Affairs, Etc. We publish herewith a comprehensive listing in answer to the many requests we have received:

OXFORD PAMPHLETS ON WORLD AFFAIRS (Oxford University Press, Toronto). Each 10 cents

National Socialism and Christianity by N. Micklem
Who Hitler is by R. C. K. Ensor
The Nazi Conception of Law by J. Walter Jones
Labour under Nazi Rule by W. A. Robson
What the British Empire Means to Civilization by Andre Siegfried
Trends in Canadian Nationhood by Chester Martin

CONTEMPORARY AFFAIRS SERIES (Canadian Institute of International Affairs, 3 Willcocks St., Toronto, Ontario). Each 25 cents

How we Govern Ourselves by G. V. Ferguson

DEMOCRACY AND CITIZENSHIP SERIES (Canadian Institute of International Affairs and Canadian Association for Adult Education). Each 10 cents

50 copies or more, 7 cents each.
100 copies or more, 5 cents each.

How did we Get that Way? by H. G. Skilling
You Take out what You put In by B. K. Sandwell
Can we make Good? by T. W. L. MacDermot
After this is over by H. G. Skilling
How the Wheels Go Round by J. W. Holmes

STUDY OF WARTIME PROBLEMS SERIES (Canadian Association for Adult Education, 198 College St., Toronto).

War Aim and Peace Plans 10 cents each
India and the War 5 cents each
South Africa and the War 5 cents each
Ireland and the War 10 cents each
The Background of Democracy 10 cents each

FOOD FOR THOUGHT SERIES (Canadian Association for Adult Education). Each 10 cents

This Freedom
Why Germany is like that
Mind Under Fire
Youth, War and Idealism

LEAGUE OF NATIONS SOCIETY IN CANADA SERIES. Each 5 cents

A Revolution of Freedom by Warwick Chipman, K.C.
The Counter-Revolution A digest of opinion on national policy.

PENGUIN SPECIALS. Each 20 cents

Germany puts the Clock Back by Edgar Mowrer
Mussolini's Roman Empire by G. T. Garrait
One Man Against Europe by Konrad Heiden
The Great Illusion—Now by Sir Norman Angell
Germany—What Next? by Sheila Grant Duff, Victor Gordon Lennox, Bernard Keeling, Sir Sidney Barton, Rt. Hon. L. S. Amery, M.P., General Tilho. Edited by Richard Keane.

The Attack from Within by Elwyn Jones
The Government Blue Book — Documents concerning German-Polish Relations and the Outbreak of Hostilities between Great Britain and Germany on September 3rd, 1939.
Why Britain is at War by Harold Nicolson
The Penguin Political Dictionary — An ABC of International Affairs compiled by Walter Theimer
Hitler's War—Before and After by Hugh Dalton, M.P.

LET'S FACE THE FACTS BROADCASTS

Addresses by—

Dorothy Thompson	Clare Boothe
Frederick Birchall	James Hilton
Gregory Clark	Matthew H. Halton
Florence Reed	Lawrence Hunt
Fdererick Griffin	Dr. John W. Dafoe
Col. Henry Breckinridge	Col. Oliver M. Biggar
Robt. E. Sherwood	Hendrik van Loon
Rt. Hon. W. L. Mackenzie King	Louis Mumford
	Premier A. Godbout

Free an application to the Director of Public Information, Ottawa

HEADLINE BOOKS (Foreign Policy Association).

Each 30 cents

Dictatorship
Changing Governments in France, Germany, Italy, Russia and Denmark.
The British Empire under Fire
Challenge to the Americas

WORLD AFFAIRS PAMPHLETS (Foreign Policy Association, New York). Each 30 cents

Why Europe went to War by Vera Micheles Dean
Building the Third Reich by John C. de Wilde
America Looks Ahead by Frederick L. Schuman and George Soule
Europe in Crisis by Vera Micheles Dean
America's Choice Today by William T. Stone and the Research Staff of the Foreign Policy Association (published in July, 1940.)

FOREIGN POLICY (ASSOCIATION) REPORTS.

Each 30 cents

Germany's Wartime Economy by John C. de Wilde
Economic Defense of the Americas by Howard J. Trueblood.
Canada at War by James Fdererick Green

MACMILLAN WAR PAMPHLETS (The Macmillan Company of Canada, St. Martin's House, Toronto). Ea. 10 cents

Let there be Liberty by A. P. Herbert
War with Honour by A. A. Milne
Nordic Twilight by E. M. Forster
The Crooked Cross by The Dean of Chichester
Nazi and Nazarene by Ronald Knox
When I Remember by J. R. Clynes
For Civilization by C. E. M. Joad
The Rights of Man by H. J. Laski

Two Ways of Life by W. J. Lindal

The above books and pamphlets may be secured from
THE MANITOBA TEXT BOOK BUREAU.

PRUDENCE

Those who, in the confidence of superior capacities or attainments, neglect the common maxims of life, should be reminded that nothing will supply the want of prudence; but that negligence and irregularity, long continued, will make knowledge useless, wit ridiculous, and genius contemptible.—S. Johnson.

Experiments with a Speech Training Program

(Continued from Page 6)

How much they enjoy the exercises which train them to make their words go quickly, slowly, skip-pingly or dancingly! This particular work has produced results in expression, both in reading and in composition. Together with rhymes and jingles we make use of pictures representing many actions which the pupils describe, changing the tone of their voice to suit the meaning.

The best machine will not run if not oiled frequently. My boys and girls know now that every time they speak, they must oil the speech machine. This phase of the speech training work demands exercises in the movement of the lips, chin and tongue, and has as its aim clearer, more distinct speech.

I give frequent word drills in the English vowels. We practise these vowels in sentences and in rhymes. The English consonants are practised in similar manner.

Follow-up activities include the use of a telephone which the pupils made during school hours. They, themselves, prepare the telephone conversations. With the help of my fellow teacher, Mr. F. Wachal, who has co-operated in this speech training experiment, we have purchased a radio and the necessary wires so that our pupils may broadcast from one room to another. The trustees have wired the school for this purpose. Naturally every pupil is anxious to do his best to sound well over the radio. We are going to be able to broadcast our Reading, Composition and Singing to each other.

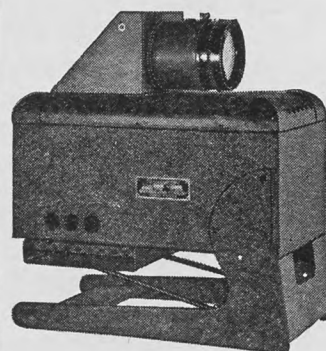
Whenever a new experiment is undertaken, the teacher very naturally is interested in the results. It is difficult to express in words the feeling I experience as I enter my class room every morning. The childrens' faces are alight with great animation. No longer am I faced with a sea of listlessness. They have become aware of sound. They are alive to all that is going on around them. They have learned to listen and are now aware when speech is audible and distinct. It is a great pleasure for me personally to hear my pupils read. Gone is the dull reading, for each pupil lives in the story he reads. In a little room adjoining my classroom the boys and girls meet frequently to make up their own little plays. They practise together in full co-operation. Nor are they afraid to criticize one another. Ease and confidence have been built up in my young pupils through this speech training experiment, and backward children have learned to adjust themselves and to take part in the classroom work.

One of the most encouraging aspects in this speech experiment is the awareness on the part of the entire community. The parents of my pupils are co-operating fully. Each pupil finds great joy in coming to school now, for the classroom has been transformed into a happy work-shop.

Apart from all merely natural aids, apart from those changes of rising in the world, of professional, or literary, or artistic distinction, there is no greater blessing for a man than to have acquired that healthy and happy instinct which leads him to take delight in his work for the work's sake.—Lord Stanley.

Spencer Opaque Projector

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TO INSTRUCTION ◇ ◇



MODEL VAC PROJECTORS

1. Opaque materials.
2. Glass lantern slides.
3. Filmstrips.

FEATURES

500 watt lamp
Motor-driven cooling fan
Elevating Device
6" x 6" opaque aperture
post card holders
Double slide carrier
Tray for loose sheets.

TEACHING TAKES A NEW INTEREST BOTH TO PUPILS AND INSTRUCTORS WHEN PROJECTION DRAMATIZES THE PRESENTATION OF SUBJECTS.

The Model V Spencer projects opaque photos, charts, graphs, or objects brilliantly in natural colours, thus opening a wide range of inexpensive material to efficient class room use. Later, as finances permit, add the lantern slide and filmstrip attachments to convert Model V Opaque projector to the Model VAC for complete widest range utility.

H. RILEY,

MANITOBA REPRESENTATIVE,

General Films Limited

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WINNIPEG

"YOU ARE AS YOUNG AS YOUR FEET"

The New Approach via Radio

by H. B. Hunter

DIRECTOR, SCHOOL OF THE AIR

"IT is the avowed object of the educator today to prepare children for life, in work and play. The teacher has no longer to be content to instruct his pupils in classroom subjects; he is all the time seeking ways in which he can link up classroom teaching with life outside the school. Broadcasting is an important outside influence on the development of the child. The teacher who brings it into the school is drawing into his service something which is part of the normal experience of home life today. Moreover, apart from what the child learns from the broadcasts, he has had his first experience of listening under guidance. He is likely to spend many hours of his adolescent and adult life listening to the radio. The teacher has a chance of doing something to train his powers of selection and concentration. Broadcasting is therefore very much more than a convenient classroom aid to teaching; it is something which for social considerations it is impossible for a modern educator to ignore." *

In our lifetime there has come a new means of communication. Radio, which transmits to countless numbers the spoken word, music and sound effects, is able to spread ideas and to influence attitudes. Here then is a new educational tool which we, as educators, must learn to handle effectively for the improvement of our civilization.

Much experimentation has been done both in Britain and the United States to determine how radio may be used in the classroom most effectively. There is general agreement that the purposes of school broadcasts should be as follows:

1. Radio is a new but well established medium of communication which now competes with the newspapers, the weekly or monthly magazine and the private or public library, the concert hall, the theatre and the movies. **Every child must therefore learn how to use the radio for the best effect—how to listen, appreciate and evaluate. Obviously the school should furnish children with some guidance for the best use of the radio in out-of-school hours.**
2. Radio can never displace the classroom teacher or classroom activities. It can, however, guide, stimulate, intensify and supplement classroom effort, especially underprivileged communities.
3. Radio should encourage interest in the concerns of the community and world outside the classroom, and foster in pupils that sense of civic and social responsibility on which rests the future of democracy.

If we accept these purposes, our way is more clear in regard to making sure **that what goes into the microphone is socially acceptable, and is meeting the needs of pupils and teacher, and that our audiences are made aware of the good things which can come from the loudspeaker.**

Dr. James Rowland Angell, resident Emeritus of Yale University has said, "Any radio programme may be regarded as educational in purpose which attempts to increase knowledge, to stimulate thinking, to teach techniques and methods, to cultivate

discernment, appreciation and taste, to enrich character by sensitizing emotion and by inspiring socialized ideals that may issue in constructive conduct."

It was with the above objectives and purposes in mind that the school radio programmes during the past two school years were arranged and produced. Last year over 650 classrooms were registered for the three series. This year the registration figures are about the same. But it must be noted that the preparation of the script, and the presentation of the broadcast are only one-half of the task of an educational broadcast. The value of the broadcast to the class depends very largely on the attitude of the teacher and the attitude of the class. The use of radio implies much more than a mere acceptance of material broadcast into a classroom. It requires an active participation, a plan of approach with the pupils—discussion, periods before and after the broadcast—individual reading in relation to the topic of the broadcast. **One of the most important factors perhaps is that in the classroom, under teacher guidance and control, pupils may be taught how to listen, to appreciate and evaluate.** The radio can be successful in schools only with the unceasing aid and criticism of the teacher and pupils who listen. It is only in so far as it satisfies their needs that its existence is justified. If teachers are to play an active part in determining what radio will bring into the classroom, their point of view must be communicated to the broadcasters through letters, reports and by participation in joint conferences. In January, evaluation and critic forms will be sent to all registered listening groups; in this manner it is hoped that valuable data in connection with this year's programmes will be received.

There was held in Saskatoon on December 4th, 1940, a conference on School Broadcasts. At this conference were representatives of the four western provinces. Plans were laid for the broadcasting over the CBC western network of two school programmes weekly, commencing in October, 1941. In this way the resources of the four provinces can be pooled, thus ensuring a better standard of broadcast.

* The BBC School Broadcast Pamphlet.

NOTE—Write to the Director, School of the Air, Legislative Building, Winnipeg for the pamphlet "Listening In". It contains valuable suggestions for classroom use of the radio.

THOUGHTS

"I hold it true that thoughts are things;
They're endowed with bodies and breath and wings;
And that we send them forth to fill
The world with good results or ill,
That which we call our secret thought
Speeds forth to earth's remotest spot,
Leaving its blessing or its woes,
Like tracks behind it as it goes.
We build our future, thought by thought,
For good or ill, yet know it not,
Yet so the universe was wrought.
Thought is another name for fate;
Choose, then, thy destiny and wait,
For love brings love and hate brings hate."

—Author Unknown.

A New Approach Through Mental Hygiene

by G. J. Reeve

PRINCIPAL, ST. JOHN'S HIGH SCHOOL, WINNIPEG

THE term "Mental Hygiene" is perhaps not a happy choice. "Mental Health" might mean anything. Moreover it smacks of psychological jargon. But having registered this protest, we at once turn to recognize the vital importance of the thing that lies behind the name, for Mental Hygiene, despite its unfortunate title, claims man's mind as its field, asks why so many people fail to keep tune with life, why, in other words, so many fail to achieve happiness. And it provides answers to this question.

During his stay in Winnipeg, Dr. Griffin, Canada's foremost exponent of Mental Hygiene, gave a demonstration at one of the Junior High Schools. He taught a mixed class of forty Grade IX students, and had about twenty adults as audience. The lesson lasted about an hour and a quarter, and when it ended the class was still asking for more.

The lesson opened with film shots of inmates of a mental hospital, with, for good measure, a sound-shot of Hitler screeching at a mass meeting. Other shots showed early stages in the lives of people who would inevitably end up as mental cases. The immediate re-action of the group was: "Can anything be done to help such people?"

The answer came in the next film, a Hollywood production, "The Devil's a Sissy". The part of the film shown was the story of a twelve-year old British boy's successful attempt to adjust himself to life in a Bowery School. The film-showing was followed by a discussion of the problems that the boy, Claude, had to meet, of how he met them, and why he did what he did.

The discussion was illuminating. Dr. Griffin conducted it with consummate skill, understanding, and tact. Almost every student took part. Motives were assigned, characters analyzed with amazing readiness and skill. The class knew all the answers—not because there had been a rehearsal, but because it's just as easy for the young as for the old to prescribe for others a proper line of conduct.

There was, perhaps, a slight tinge a unreality about the whole thing. The school was a caricature of a school—unless the New York schools are poles apart in disciplinary standards from the school where the demonstration was given. As a result, the situations created in the story were so utterly exceptional that they offered little or no guidance to the pupil in the matter of his personal problems.

But, unreal or not, the film served a most useful purpose. It convinced all who saw it that problems in adjustment face everybody, that these problems can be solved, indeed **must** be solved. It breathed also a word of hope to all, for, in the story, no situation was so hopeless that it could not be mended.

But do we need Hollywood films in order to get what we are after? Do we need even the mimeographed case-histories supplied by the authorities to the schools of British Columbia? Does not the every-

day life of any school present an adequate supply of situations of every kind, material of unrivalled excellence for the purpose in hand. A boys talks persistently in class. What's to be done? Give him lines—or the strap? Not at all, says Mental Hygiene. The teacher talks over with the class the pros and cons of talking in class, and along with the class decides under what — if any — circumstances talking can be permitted. And what about Johnny? First, the teacher must find out why Johnny talks, that is, if Johnny's well-being is the teacher's primary concern. Of course, Johnny can be strapped every time he offends, but that will brutalize Johnny—and it won't improve the teacher. Or he can be penalized in various other ways. But if we want Johnny to stop talking, we must persuade him not to want to talk (or to control this want), and we can't do this until we know **why** he talks. It's really a problem in adjustment. Johnny is failing to adjust himself satisfactorily to the group to which he belongs. The use of force is no solution of the problem; it will make an adjustment increasingly difficult. But if we can hit upon the right appeal to him, he'll stop talking in class of his own free will.

The bad boy is essentially the boy who has not adjusted himself. His Mental Hygiene is below par. Parents, teachers, policemen, judges, all are called upon to act as physicians in their dealing with him. It is their part to diagnose his trouble and prescribe appropriate remedies. Shades of Erewhon and its "Straiteners"!

We must not overlook the fact that public opinion in the group to which he belongs is of vital importance to the boys. A well-organized, well-directed public opinion in the group is therefore a primary need. It can be developed only by means of full, frank and free discussion between group and leader on all matters of common concern. There is no need to fear that such discussions will put ideas into boys' heads, or to assert that what our young people need is more discipline of the German type. Only by expressing their real thoughts about things and by checking their opinions by comparison with other and different opinions will our young people learn to take a balanced view of life.

The future of Mental Hygiene is in no way obscure. It will go on from strength to strength. It is tackling a problem of the profoundest significance: how to make the best of one's self, the life-long quest of every human. It claims that the way to achieve optimum self development, the basis of all true happiness, is clearly marked: adjust yourself and your life will be rich, full and beautiful. It employs a method, diagnosis and prescription, that is admirably calculated to bring about the desired result. With such objectives and such procedures, it will undoubtedly dominate the future, and lead mankind to the waters of comfort.

Departmental Bulletin

R.C.M.P. — Scarlet and Gold

The record of the Royal Canadian Mounted Police is a source of interest to and has always been a matter of pride to all Canadians. Requests have been frequently made for information concerning the history of the Force, and the current issue of their yearly "Scarlet and Gold" contains a special section dealing with the matter and containing much information of historical value to teachers, presented in a way that is interesting and inspiring. The material would be eagerly read by high school students, and the excellence of the illustrations, some of which are in colour, adds greatly to the value of the publication from a school standpoint. Teachers will be receiving from the Veterans Association of the Force, who publish the annual, a special offer in regard to its purchase, and we can recommend the publication heartily.

* * *

Is Your Supply of Drinking Water Pure?

"Teachers who are doubtful of the purity of the drinking water in their schools should address their enquiries to the Division of Sanitation, Department of Health and Public Welfare, 320 Sherbrooke Street, Winnipeg. Immediate attention will be given to their letters."

* * *

B.C. Radio School Broadcasts

Program Schedule — Spring Term, 1941

Day	Subject	Time	Suitable for Grades
Wednesdays—	The Road to Democracy	11.30 a.m.	Grades 5 - 12
	Newscast to Schools	11.50 a.m.	Grades 6 - 12
Thursdays—	Senoir Music:		
	Part one	11.30 a.m.	5, 6, (also 7, 8, 9)
	Part two	11.45 a.m.	7, 8, 9, (also 5, 6)
Fridays—	Our Living World		
	Science Interviews (alternate weeks)	11.30 a.m.	Grades 5 - 9
	Language Arts	11.30 a.m.	Grades 5 - 9

The above programmes are available through Station CBK, Watrous, Sask.

* * *

Survey Wing — R.C.A.

We are informed by the Survey Wing of the Royal Canadian Artillery Centre that they are looking for suitable young men as recruits. Matriculation standing with trigonometry and logarithms is essential, and at least one year of high school Physics is very useful.

* * *

The Text Book Bureau's Official Departmental Library Catalogue

After protracted delays, and in spite of consistent efforts to overcome them, the Manitoba Text Book Bureau has at last issued its Official Departmental Library Catalogue. A

This Bulletin is for the information of all Teachers in the Province. It must be kept for future reference.

copy is in the mail to each teacher of the province, concurrently with this issue of the Journal.

Upwards of two thousand books suitable to school libraries are listed, covering a very wide range of subject material, and it is sincerely hoped that the facilities offered for library selection may be greatly enhanced thereby.

The primary purpose of this announcement in the Departmental Bulletin is to urge teachers concerned with the selection of library material, particularly for high school grant payment, to co-operate by seeing that orders are sent to the Bureau (through the office of the Secretary-Treasurer) without delay.

The Book Bureau will do its part by endeavouring to give very special attention, in order to overtake time already lost, to the assembling and distributing of supplies as quickly as possible.

The catalogue will also be very useful as a handbook to teachers for every-day personal requirements in educational books, and Book Bureau service is cheerfully extended to them.

* * *

Manitoba Text Book Bureau Ad.

Teachers are referred to the Manitoba Text Book Bureau ad. on Page 6 of this issue of the Journal, in which is given the list of Modern History Books available from that source.

* * *

Bibliography of Suitable Reading Material

On Page 14 of this issue is listed a bibliography of suitable reading material in contemporary history. Teachers would do well to study this list and secure as many of these books as possible.

* * *

Loan of History Books

Numerous teachers have written to the Department requesting the loan of history books which would enable them to supplement their teaching of Modern History. We have compiled a list of suitable and available books in our Departmental Library, and teachers of History may write in and obtain the loan of them.

BOOKS ON HISTORY SINCE THE FIRST GREAT WAR

Ref. No.	
901	—Heckel-Sigman—On the Road to Civilization. Part II. (1937).
909	—Flenley-Weech—World History. Part XII. (1936).
909	—Jackson—The Post-War World. A Short Political History. 1918-1934. (c1935).
909	—West-Eastman—World Progress. Part XVII. (1936).
940	—Boak-Hyma-Slosson—The Growth of European Civilization. Part V. (1938).
940	—McClure-Scheck-Wright—The Background of Modern Nations. (1939).
940	—Mackintosh—Significant Events in British and European History. Section VII. (1936).
940	—Robinson—Medieval and Modern Times. Chapter XXXV. (1931).
940	—Robinson-Beard—Outlines of European History. Part II. (1916).
940	—Schapiro-Morris-Soward—Civilization in Europe and the World. Part II. Modern Lives in Europe and the World. (1936).
940.2	—Flenley—Modern Europe and the World. Chapters XX and XXI. (1936).
940.28	—Perry and Pasley—Modern European History, 1815-1936. (1939).
940.5	—Benns—Europe Since 1914. (1936).
940.5	—Spaul—World Problems of To-day. (1936).
942	—Strong—Today Through Yesterday. Book IV. The Young Citizen and the World of Today. (1939).

Examination Centres, Grades XI and XII, June, 1941

Schools drawing secondary school grants for one room high schools or higher will be examination centres for the Grade XI and XII Departmental examinations in June, 1941.

Principals should note that if their schools are not drawing secondary school grants as indicated above, they are not established as examination centres this year, although they may have been centres in June, 1940. If there is a special reason why any such school should be made a centre for next June, the trustees should forward the request to the Registrar, Department of Education, Winnipeg, not later than February 15th, 1941. The letter must be signed by the Principal of the school and the Secretary of the school board and will include the particulars outlined below, in the order indicated:

- 1 Name of school (and post office address).
- 2 Name of Inspector.
- 3 Number of pupils who will be writing Grade XI Departmental Examinations.
- 4 Number of pupils who will be writing Grade XII Departmental Examinations.
- 5 Distance from nearest secondary school. (Also state name of such school.)
- 6 What provision will be made in the school during the examination period for the students who are not writing the Departmental papers?
- 7 Will the Principal be able to give undivided attention to the supervision of the Departmental examinations?

Principals and Secretary-treasurers should note that school districts in which examination centres are established will be expected to provide accommodation for candidates from surrounding areas who may wish to write Departmental examinations at such schools in June.

Applications for centres will not be acknowledged. If the request is granted the name of the schools will appear on the list of centres printed on the back of the June application forms. Candidates from schools not included in this list should plan to write at one of the approved centres.

There will be no Grade VIII, IX, or X Departmental examinations in June, 1941. Students in these Grades will write at their own schools any tests that may be given by the Principal or Inspector.

* * *

Re Cycle of History and Science in Grades IX and X

The December issue of the Manitoba School Journal carried a notice regarding the cycle of History and Science in Grades IX and X where classes in these subjects are combined for instruction. According to the new arrangement which will be effective September 1st, 1941, certain Grade IX students who, during the current year, are doing Grade X History or Science or both, and who expect to take the Grade IX subjects next year may find that instruction will not be offered in Grade IX History and Science in the school they will be attending. To overcome difficulties in this respect the Department has decided that for the school year 1941-42 the Principal and Inspector may set up a course in each of these subjects which will emphasize

the important phases of the work. The students concerned may study this course under the supervision and direction of the teachers. On the recommendation of the Inspector and Principal, the Department will grant credit in the Grade IX subjects concerned to those who follow such courses. The standing of such students in Grade IX History and Science will be reported to the Department in the usual way on the score sheets provided.

Manitoba School Childrens' Ambulance Fund

(Continued from Page 10)

brought each pupil a sense of being part of the Empire and a very important part.

Most of the money came from Christmas Concerts. Many schools surrendered the candy and presents to which they had been accustomed and voluntarily asked that the money be sent to the fund. No one of us is so far from childhood that he does not know what that means. Many schools made articles which were sold at Christmas Concerts—candy, cakes, afghans, pillows, aprons, tea towels, knitted articles, fretwork and other things too numerous to mention. Days and weeks of purposeful effort lay behind the realization of the objective. Pupils spent hours and hours practicing for the concert so that the fund might have something of their very own. What better training in citizenship can there be?

There was great variety in the methods employed to raise money. Ten dollars came with this from a school of nine children, Grades I - IV: "The children decided to donate their caretaking money to the Fund. They receive 10c per day for sweeping the school. Another school reports: "We made Christmas cards and reconditioned old ones. We sold them at two for five cents. We put 'sold in aid of the Manitoba Children's Ambulance Fund' on each so that the recipient would know why the card was home-made or used." One school in bush country raised money by trapping weasel and selling skins. Another in a city received money from individual pupils who had sacrificed shows, run errands, helped mother with the dishes, taken the baby out, mopped the floors, sold papers, made the beds. The sum was not large in either case, but it meant much to the boys and girls who gave it.

And so as we see the objective of this effort within our reach, we thank all the thousands of boys and girls who worked for it and the teachers whose inspiration and guidance were behind it. They will not stop with this. They will go on with their part in the destiny of the Empire and express their citizenship, their loyalty and patriotism in the ways that are open, meeting the needs of their communities, working with organizations such as the Junior and Senior Red Cross, saving pennies to purchase War Savings Certificates so that Canada may meet her obligations to the Empire, and in all the calls for service to which no good Canadian will turn a deaf ear.

A Happy and Prosperous New Year to All

AS THE PRICE TREND IS UPWARD WE WOULD ADVISE OUR CUSTOMERS TO ORDER THE NECESSARY EQUIPMENT AND SUPPLIES FOR THE COMING YEAR NOW!

EVERYTHING FOR THE SCHOOL AT MOYERS.

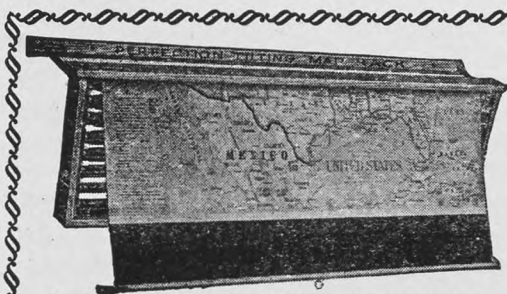
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The Visual Method of Approach

by W. G. Pearse

ISAAC NEWTON SCHOOL, WINNIPEG

THERE has recently occurred a considerable revival of interest in the educational value of projected pictures as distinguished from other styles of visual material. But progress, until recently, has been very slow in this province. There is still a tendency in some quarters to look upon visual education advocates either as a mild type of crank or as lazy individuals easily influenced by "fads" and strongly suspected of using visual aids as superficial entertainment in order "to fill in time". This article makes an attempt to influence these conditions, particularly in regard to still pictures.

From numberless illustrations available, space permits brief mention of but one. A "new" Grade X was beginning to gather information about the life of Shakespeare . . . a subject not always capable of arousing keen interest on the part of the students "taking" it. When a few girls assumed a leading part in the discussion, the teacher was curious as to the reason.

This is what he learned: During their Grade VII year they had attended a school where the principal was interested in "the visual approach" . . . not a surprising circumstance since the eye is eight times as useful as the ear in receiving impressions. Being almost entirely without the necessary facilities in her own school, this energetic lady engaged an auditorium, borrowed slides and projector and even a speaker, so that her two hundred students might become better acquainted with the genius of Stratford by means of some very striking pictures. This experience, it appeared, had kindled a new interest in at least some of the audience.

* * *

Recent Developments

That Manitoba is expanding its visual education work is made clear by the following recent advances: The Department of Education has opened a visual education Department with an excellent beginning in projectors and material; Teachers in training study the subject during their attendance at regular and summer school classes; Winnipeg schools have made great progress, especially during the past year; and visual education sections have been organized at the Easter convention and at the gathering of city teachers in November. Indications are that visual education, like civilization, has struck its tents and is on the march.

* * *

The Film Strip

A film strip is usually about thirty six inches in length and contains fifty pictures with or without visual text. In the latter case, a manual is provided. There is a difference of opinion as to which type is preferable. The low cost of the film strip, its ease of operation and storage, its variety and adaptability combine to make it one of the most effective of classroom helps. More of them were made recently in the United States than the sets of slides developed in fifty years. The projector is also very simple in operation and most reasonably priced. Many teachers, after giving this medium a fair trial, wonder how they ever got along without it.

Source of Supply

The Department has 500 film strips available at a rental of ten cents each. Upon request, interested teachers may secure from them a 14-page pamphlet giving brief summaries and evaluations. But some schools may wish to build up a library of their own. Since purchase from catalogues has not been entirely satisfactory that method cannot be recommended. Instead, a detailed statement of requirements will be welcomed by the Director of Visual Education. He is in a position to suggest suitable material that has been tested.

* * *

Equipping a Classroom

Detailed suggestions on this and a host of related matters are contained in "Visualizing the Curriculum", a copy of which is in the Department library. A reasonably dark room is essential. To some this proves a problem. Others improvise and go blithely on their way. A rural principal is authority for the statement that a little of the humble tar paper and a little ingenuity are equal to any situation. Dark green blinds are sometimes effective.

A suggestion: Always admit enough light so that note-taking is possible.

Providing a suitable screen is the next thing. Many schools use nothing more than a painted square on the front wall. One of our most experienced men stated at the Fall convention that his home-made screens have always given him good service. One amateur designer, however, had a few bad moments during his first programme. Finally it was discovered that a fly had wandered into the machine from where he was steadily projected several times natural size. Needless to say he "stole" every scene in which he appeared and created a good deal of mirth at the same time.

* * *

How To Use The Film-Strip

Again "Visualizing the Curriculum" comes to the rescue. But the technique will vary with the subject, with different phases of the same subject and, perhaps most of all, with the teacher. Be sure and plan for testing, or some other follow-up, or many of the pupils may look upon the whole thing as "just another show."

Through lack of apparatus or of time, some classes may find it impossible to cover all experiments fully. An accurate, detailed screen demonstration can then be of great value.

History classes are rightly urged to do more reading. The film strip will help them to better understand what they read.

In one school, the Grade X Latin classes are getting a great deal out of the Department's 18-unit series covering as many different phases of life in ancient Rome.

And so it is with geography (particularly), literature, nature study and the rest.

To many of us, Plato's wonderful conception of the shadows on the cave-screen remain an unforgettable memory from long-past courses in philosophy. Is it hoping too much from visual education that such lasting impressions may be made in formative memories that some of our young people may look back to our classroom screens with an interest comparable to that with which we recall Plato's imaginary one?

An Experiment in the Physical Sciences in the Rural School

by J. E. Lennox Black

SECRETARY, CURRICULUM REVISION COMMITTEE

YOU remember how high interest ran when, as a high school student, you first experimented with magnets, electro-magnets, static and current electricity, levers, the prism, sound, and the effects of air pressure. But did you know that these and many other experiments in the field of the physical sciences were performed in 1940 by boys and girls of Grades IV to VII in selected rural schools in Manitoba? For the first time the Elementary Science course was enriched by an experimental approach to the physical sciences with material designed to develop an elementary understanding of the "how and why" of heat, light, sound, magnetism, electricity, air pressure and machines.

The Department of Education is convinced that children of the intermediate grades are not too immature to appreciate the significance of natural and man-made phenomena of the world about them if the children are given an opportunity to conduct simple experiments that would answer their questions in a practical way. To test this, ten rural schools in ten inspectorates were each supplied with \$40.00 worth of scientific equipment, the cost being equally divided between the Department and the school boards. For Grades IV, V and VI the schools were supplied with attractive science texts and work books written in story form which, as one teacher reported, "enticed the children to read and learn for themselves." For Grades VII and VIII the teachers directed their students in a series of home experiments and observations based on a wide variety of scientific principles. Children were encouraged to select experiments with a special appeal to them, to answer questions on the basis of their observations, and to record results in a simple manner.

As to the success of the experiment the best answer is given in the following excerpts of letters received by the Department from the Inspectors and the teachers who conducted the experiment:

The Reports of Inspectors

The first excerpt states concisely the purposes of the experiment:

"I take it that one of the main purposes of this rural school Science Experiment was to give the children an overpowering curiosity and a desire to know the truth.

"If the children can get some inkling of the principles and labor involved in the discovery and perfection of man's appliances for the control of energy and matter then they will be in a position to feel that they are closely related to the work of the world and that some day they will be able to make a contribution to the promotion of happy living. The curiosity of the children at this school has been aroused."

Pupil self-discovery is stressed in the second report:

"The somewhat formal channelled text book treatment of experiments has been discarded for a problem-solving technique. Pupils are encouraged to recognize and define their problems and to draw on their imagination for methods of solving them, and to recognize both successes and failures of their tentative efforts. Each pupil is expected to write up his own procedure, beginning with his problem and ending with his solution. Sometime later he is asked to give an oral report."

Another Inspector reports on the simple science home experiments in three schools:

"The teachers report that the pupils were interested and often developed the experiments independently of the teacher. One teacher stated the interest of the boys was markedly higher than that of the girls. The experiments possess the virtue of needing no special equipment."

Correlation and time economy highlights another report:

"The whole course tends towards pupil activity. The teacher values the course for its correlation with English and Spelling. She reports that the course is not a user-up of extra time but rather a stimulant from the standpoints of interest, correlation, and valuable seat work. To me the science of this course is fully adaptable to children of this age."

Individual differences are stressed by this Inspector:

"I am pleased to report that the experiment is a distinct success. Every pupil can participate according to his capacity. Would it be possible to extend the opportunity to more rural schools next year?"

Another Inspector saw the experiment as a powerful aid for English expression in non-English schools:

"The pupils in Grades V, VI, VII and VIII are intensely interested and the teacher tells me that youngsters who had to be forced to school cannot now be kept at home.

"This in a non-English school in which pupils are reticent in speaking in anything but monosyllables or very short sentences. Yesterday I was able to observe that they were able to form creditable sentences when speaking about these experiments. The teacher intends to have the children "write up" the experiments, and that, if he avoided the word "Composition", he expected a great improvement in written English, due to increased interest.

"I watched the pupils perform some simple experiments for me and it was a pleasure to see their eagerness to do this and their anxiety to explain what they were doing."

* * *

Teachers' Reports

Miss M. Grimwood, Blake S.D., writes:

"I encouraged the children to read the books and to suggest experiments they would like to perform. Some of the students found interesting experiments in newspapers and magazines, and these too, were added to our list. In this way, the lessons became partly their responsibility. The children cared so well for the apparatus that none of it was broken.

Many of the parents in the district expressed their curiosity about the science course, so we planned a demonstration for them. Each student in the class from Grades IV to VII either performed an experiment or assisted with one. The children conducted the experiments step by step, making necessary explanations and drawing the attention of the audience to the changes taking place.

"Grades II and III enjoy experiments just as much as the other grades. I was quite surprised at their observations of experiments I performed for them."

Mr. E. Crowe, Glencavin S.D., reports on pupil resourcefulness:

"The boys built a table at the back of the room to do the experiments on. They utilized a piece of old blackboard for the top and packing boxes for the frame.

"The children write up the experiments under the following headings: apparatus, method, observations, conclusions."

Mr. N. Kester, Sanders S.D., notes parent reaction::

"Many parents have observed with satisfaction the enthusiasm and developing questioning attitude of their children since the science experiments were introduced."

Mr. D. Kostiniuk, Mayfair S.D., comments on pupil interest:

"These science units gave the children an opportunity to form their own conclusions. The material led to observation, experimentation, and satisfying wonder with knowledge and understanding. The children began to develop a love for the beautiful in their natural environment by using the supplementary books that accompany the experimental material."

Mr. R. Penton, Coultervale S.D., encouraged group discussion:

"Most of the experiments I conducted by merely doing the experiment and allowing the children to discuss it around the science table. Each pupil kept his own science note book in which he made diagrams and notes."

Miss S. Johnson, Montgomery S.D., writes:

"The science course is an asset for the pupils of grades IV, V and VI who love to find the why and wherefore of every simple thing. Grades IV, V and VI take experiments and work book study together but have units on different topics to meet the needs of the several grades."

Many parents have spoken to me about the science and from them I gathered that they feel their children are gaining new and valuable habits and knowledge.

"Because the course is new, it is still incomplete and imperfect, but it exists. If we can keep it alive, its value will grow and grow."

Mr. N. Wilde, Grandview School, did some of the home experiments in school:

"To stimulate the pupils' interests we performed 12 of these experiments in the classroom. Typewritten lists of the other experiments were placed on the bulletin board, and pupils selected those they found interesting. Written reports were called for at the rate of two per week."

"It was noticed that when apparatus such as beakers, drinking glasses, and large water containers were left in the classroom from day to day, the pupils would repeat before bell time the various experiments. Even the more wayward pupils developed a limited dexterity in the use of the apparatus."

Mrs. N. Chesley, McMillan S.D., writes:

"In only one respect did I notice the pupils' lack of enthusiasm, and that was in recording the experiments performed in notebooks of their own. They seemed to enjoy the ones supplied by the Department where only the blanks had to be filled in and drawings inserted, but their own were tackled somewhat reluctantly."

* * *

Pupil Reaction and Reports on the Experiments

A Grade VII New Canadian boy wrote in part:

"The experiments are good. They are all interesting and very useful. Some are strange and funny, but all are easy."

"These experiments are educational. Look at the pulleys. With one pound you can hold four pounds but you need four strings. If we had more pulleys we can make one pound hold thirty but we need thirty strings."

"It is good to know what a magnet is. This is the first time I knew that the ground is a magnet. I read this in the experiment book. One funny thing about the magnet is that the south runs away from the south and the north runs away

from the north. But north doesn't run away from south. A magnet catches steel but it doesn't catch wood, glass, silver, copper and rubber."

Another Grade VII student recorded a home experiment thus:

"After I had a cold tumbler over a candle flame for a few seconds there was dew on the inside of it. Hydrogen contained in the wax of the candle and oxygen of the air have combined to produce water. The liquid that drops out of the exhaust pipe of a car is water."

Here is an experiment as written in a pupil's notebook:

Why I did this experiment:

To find out how to make an electromagnet.

How I did it:

- 1 I took 2 dry cell batteries,
- 2 I attached a wire to them,
- 3 I wound the wire around a big iron spike,
- 4 I placed the spike close to a small piece of iron,

What I learned:

- 1 When a wire that has electricity passing through it is coiled around a piece of iron the iron becomes a magnet.
- 2 This magnet is called an electromagnet.

* * *

Summary

Inspector and teachers alike are enthusiastic in their approval of the enrichment of the elementary science curriculum by an experimental approach to the physical sciences. Teachers point out that the winter months are admirably suited for experimentation with man-made science. The results of the experiment have encouraged the Department in their belief that the physical sciences have a place in the elementary schools of the province.

The Superintendent's Page

(Continued from Page 3)

earlier, that the conflict between the new and the old in the minds of our teachers be resolved. The new order must be born from the old. If our educational practices are to progress in relation to changing social conditions and in terms of improved and better understanding of child development, then it is the responsibility of our teachers to think out a philosophy and psychology underlying those practices, to resolve for themselves in their own thinking the conflict between the old and the new and to feel that they are re-interpreting in the light of new hypotheses and new experiences, principles of good living which are perennial and basic. In no other way will the changes which are being made in our educational system be acceptable as progress, and in no other way will our progress have that basis of blending of the old with the new. The challenge to civilization at the present time is made with a great deal of pointedness to our teachers. Our democratic society is dependent for its improvement and development upon education, and education is dependent upon the teacher.

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Youth Sunday, 1941

by Major F. J. Ney

HONORARY SECRETARY, OVERSEAS EDUCATION LEAGUE

ON May 18th, 1937, there gathered in the Royal Albert Hall, London, nearly 10,000 people from every corner of the world to take part in a great Rally of Empire Youth as a part of the programme to celebrate the Coronation of Their Majesties King George VI and Queen Elizabeth. For the first time in history, the Empire's Youth took a fitting part in the Coronation ceremonies. They came upon the initiative and under the guidance of the National Council of Education in co-operation with the Overseas Education League both of which organizations were born in Manitoba, "from where" to quote the Winnipeg Free Press in an editorial in "Youth's New Jerusalem", "have started many of the trails which have led round the globe."

This great gathering of Youth was followed next day by the memorable Service of Dedication in Westminster Abbey, Westminster Hall, Westminster Cathedral (for Roman Catholic Youth) and the London Central Synagogue, composing in all, a congregation united at least in spirit, of nearly 20,000 Youth between the ages of 16 and 20. From the Abbey, that spiritual hearth of the Empire, the music of the choir and the address of the Archbishop of Canterbury were heard round the world, and the solemn religious ceremonies of the Coronation were used, to quote a well-known London Journal, "to provide a fitting atmosphere from which to launch an Empire-wide Youth movement dedicated under Christian influences to high purpose and public service." This new movement unlike the Youth movements of the totalitarian states was thus founded upon a firm belief in spiritual values. Youth Sunday was and is, the cornerstone of the new edifice.

* * *

It was in 1920 that 168 teachers drawn wholly from the Province of Manitoba went far on a pilgrimage to Great Britain, thus forming the spearhead of a movement designed to do much to draw the countries of the Empire into closer educational and spiritual collaboration. In 1913, Manitoba again pioneered in the scheme for the interchange of teachers. Manitoba, splendidly supported by the other Provinces of the West has consistently maintained the role of pioneer asking neither recognition nor gratitude. Thus it is that this special appeal is made to the teachers of the Province, so to organize Youth Sunday in 1941 that Manitoba may again become exemplar to the rest of the world. Winnipeg has shown the way: this year Youth Sunday must be the concern of the entire Province. It will be for many reasons, not the least of which is based upon the writers' conviction that Manitoba will always be a pioneer, a role which bears no relation to age, size or wealth.

* * *

Youth Sunday in a year which is likely to be the most momentous in the history of civilization is of more than ordinary significance and importance. It is their future for which untold sacrifice is being made. Their share of that sacrifice is a heavy one and will endure through several gen-

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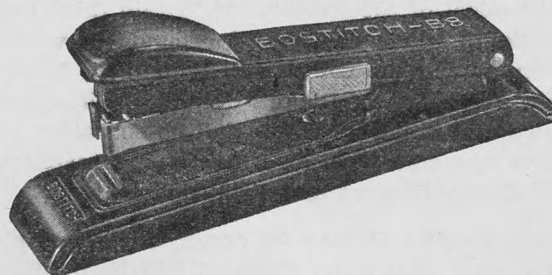
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erations, not as an unendurable load, but as an inspiration to service in the greatest of all causes, the building of such an order that man's hand may no longer be turned against his neighbor in senseless combat or vicious competition. Youth Sunday must not only be a great day of dedication: from it there must emerge a reassurance that that for which we endure has not already been lost, that the fight is not merely between two political ideologies, but between the forces of God and anti-God! So much more is now at stake than is generally understood. Not only is freedom in jeopardy, but the very fight in its behalf must bring with it greater wisdom in its use. Freedom is not enough; unless it be well founded in the principles of Christian philosophy it cannot serve man's needs. It is perhaps this lesson more than any other which Youth must learn from its present ordeal if its birthright is to be made secure and turned fully to the service of mankind. Youth Sunday, therefore must be a dedication to service.

* * *

Youth Sunday too, must be a day of Prayer, not because we are in danger, in trouble, but because the hearts and minds of countless numbers of young people right 'round the world will be turned to the God who "though our present help in trouble" will give them that power of conviction, of faith, of confidence, call it what you will—without which victory cannot be won. Youth has a fine sense of the fitness of things. The mere recital of long lists of things and blessings desired, often strikes a false note and offends his innate idealism which forever cries out for things to do, for the opportunity for service to others. "Give me, my Father," he cries, "the power and the opportunity to do this." Youth Sunday wisely planned and wisely used can give to Youth a new vision of the purpose of prayer and rid it of that apparent selfishness which stands between him and his conception of God.

* * *

And lastly, Youth Sunday may be organized as a "Salute to Gallantry"—to Britain, the island fortress which today stands as never before the keeper of Youth's heritage. The Empire is now clearly seen as a civilization and as "a blessing in the midst of the Earth". If Britain falls, then indeed, will the lights which she has lit around the world go out: if she win, as win she will, it will remain for Youth to build that New Jerusalem of Blake's dream, not in overwhelming confidence and isolation, but in full co-operation with those of mature age who have also served and tasted the bitter fruits of disappointment and disillusionment.

Youth Sunday, it may be assumed with ample reason, will come at a time when England will be fighting for her life and the life of our civilization. It will be at the most critical period of her struggle. Youth Sunday will certainly be observed then but the hour will be such that the lead must come from Canada, and let it be hoped from the United States (where much interest is being evinced). It is Canada's opportunity to give a lead not only to the Youth of the Empire but to Youth everywhere.

Such a Sunday, it is realized is not enough to serve its ultimate purpose which at best it can but symbolize. The co-operation and the goodwill of all concerned are sought to the end that that purpose and the spirit in which it is served on this one occasion of the year may inspire Youth to a greater appreciation of spiritual values and a readier sense of responsibility for the building of that new world order which youth the world over demands.

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A UNIVERSALLY expressed desire is "I want to do my share in the war effort". Thousands have answered the call to duty by engaging in direct war work. But there are tens of thousands still engaged in purely peace time occupations who want to do their little bit too.

Thrift is the weapon we can all wield. And we must.

It's not alone a matter of lending our Country our savings by buying War Stamps, Certificates or Bonds. It's a matter of doing without something, at a sacrifice too!—so that the time and productive capacity necessary to create that "something" can be employed to make the engines of war.

If the enemy were at our door would we call for cream puffs or would we cry for bigger and better clubs to beat the bully?

That's just it. It's up to us to make it possible for more and more people to be makers of clubs by doing without the non-essential things.

Money saved by doing without the unnecessary things will be yours and will go to work for you right away.

In the first place lowered spending will help to keep down prices, the very thing we want our government to do for us. We can do a lot to help in this particular effort.

Then money set aside will be ours for use on a much happier occasion. We'll be better able to enjoy the fruits of our efforts when we know that the bombs are no longer falling on women and children and loved ones "over there."

Further, when the war is over we shall still want to do our bit by contributing to the re-employment of the returned men. We'll be able to help if we have savings to spend.

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